

# **Pascack Valley Regional High School District**

**Pascack Hills High School, Montvale, New Jersey  
Pascack Valley High School, Hillsdale, New Jersey**

**Course Name: Comprehensive Physical Education: Grades 9-12**

Born On: August, 2020  
Previous Revision: July, 2021  
Current Revision: August, 2023  
Board Approval: 8/28/23

## **COURSE DESCRIPTION: Comprehensive Physical Education**

The Physical Education program provides an opportunity for the optimal physical and emotional development of an individual. It is an integral part of the educational program and provides another discipline in which a person can become fully educated. This discipline augments other disciplines in attempting to develop young people with integrated personalities capable of functioning at a high level of efficiency in work, recreation, and everyday activities.

Our program combines the introduction and enjoyable participation in a wide variety of sports-related activities that help students develop the knowledge, attitudes, motor skills, behavioral skills, and confidence needed to adopt and maintain physically active lifestyles. The planned and sequential physical education curricula will emphasize knowledge about the benefits of physical activity and the recommended amounts and types of physical activity needed to promote health.

We will provide for opportunities for physical activities that:

- Are appropriate and enjoyable for children of all skill levels and are not limited to competitive sports.
- Appeal to girls as well as boys, and children from diverse backgrounds.
- Can serve as a foundation for activities throughout life.
- Are offered on a daily basis

Pacing: All PE activities are based on 30 weeks of a 40 week cycle in two week intervals (or locally determined time based on student interest and success)

**9-12 Physical Education:** Students in Physical Education develop movement skills in diverse physical activities that include rhythmic movement, games, sports, and cardiovascular exercises. Lifelong health and physical fitness is supported through challenging units of study that are developmentally and age appropriate. Students develop personal fitness goals and track progress towards attaining those goals over time to ensure an individual focus on achieving and maintaining a healthy lifestyle that supports physical activity, analytical skills, team-building skills, goal setting, and self-assessment.

2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSL	Benchmark Performance and Assessments	Suggested Materials
<p>Unit I – Wellness</p> <p>Time: 8 weeks (4 separate activities)</p> <p>Content Statement: This unit introduces the concept of health and wellness. Students learn a broader definition of “wellness” and how the different components — physical, social, and mental/emotional — interconnect and make up the whole.</p> <p>Essential Question: 1. How do we keep ourselves healthy? 2. How do we practice health enhancing behaviors?</p>	<p>Suggested Activities progressing from year to year with beginner skills in 9th grade to advanced in 12th grade.</p> <p>1. Yoga a. The purpose of yoga is to create strength, increase flexibility, endurance and balance. Grade 9 – Basic yoga postures and breathing. Focus on breath and body awareness. Grade 10 -More complex poses that focus on strength balance and coordination. Grade 11 – Intermediate poses and basic flow sequences. Focus on endurance. Introduction to Pilates activities.</p>	<p>Proficiencies: Take care of yourself so you can be your best everyday. - Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors. -An individual's health at different stages is dependent on heredity, environment factors and lifestyle choices. -There are many short and long term health benefits and risks associated with nutritional choices. - There are numerous health and fitness programs available that provide a variety of services. Not all are created equal.</p> <p>Skills: A list of factual knowledge to be taught: Students will know...</p>	<p>2.2.12.LF.1 2.2.12.LF.2 2.2.12.LF.3 2.2.12.LF.4 2.2.12.LF.5 2.2.12.LF.6 2.2.12.LF.7 2.2.12.LF.8 2.2.12.N.1 2.2.12.N.2 2.2.12.N.3 2.2.12.N.4 2.2.12.N.5</p>	<p><b>Benchmark:</b> Pre and Post Testing of fitness level based on grade level. Such as yoga poses, improvement of running times, increase in weights during weight training.</p> <p>Surveys Demonstration of skills/proficiencies</p> <p><b>Formative:</b> Preparation Participation Sportsmanship Creativity Teacher Observation</p>	<ul style="list-style-type: none"> <li>● <a href="https://njhki.rutgers.edu/">https://njhki.rutgers.edu/</a></li> <li>● <a href="https://www.nj.gov/health/">https://www.nj.gov/health/</a></li> <li>● <a href="https://www.cdc.gov/healthyschools/success-stories/new-jersey.htm">https://www.cdc.gov/healthyschools/success-stories/new-jersey.htm</a></li> <li>● <a href="https://www.ashaweb.org/">https://www.ashaweb.org/</a></li> <li>● <a href="http://www.aahperd.org">www.aahperd.org</a> - Alliance for Health, Physical Education, Recreation &amp; Dance</li> <li>● <a href="http://www.asep.com">www.asep.com</a> - The American Sport Education Program</li> <li>● <a href="http://www.americanheart.org">www.americanheart.org</a> - The American Heart Association</li> <li>● <a href="http://www.myplate.gov">www.myplate.gov</a> - The United States Department of Agriculture</li> <li>● <a href="https://www.pecentral.org/lessonideas/searchresults.asp?category=190">https://www.pecentral.org/lessonideas/searchresults.asp?category=190</a></li> </ul>

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<p>3. Why are relationships important?                  4. Why is it important to set a goal for a healthy future?                  5. How do we become advocates for personal, family and community health?                  6. Where do I go to access information about good health and fitness services?                  7. How do you realize age-appropriate fitness? 8. What are the consequences (especially unforeseen) of our choices in terms of wellness?                  9. What makes food healthy?                  10. How do you determine appropriate portion sizes?                  11. How do nutritional choices impact your quality of life?                  12. How can I promote accurate health information and behavior for myself and others?                  13. Why is it important to eat a variety of foods from all food groups?                  14. Why is it important to eat a variety of foods from all food groups?                  15. What foods should I eat less of, and why? How can I make better choices?</p>	<p>Grade 12: Advanced yoga poses. Guided meditation to focus on stress management. Pilates activities to improve core strength, improve flexibility as well as improving posture and balance.</p> <p>2. Cardiovascular Fitness: Target Heart Rate (Walking vs. Power Walking vs. Jogging vs. Running)                  a. The purpose of this activity is to teach the proper technique of running as well the health benefits of running. Students will also learn how to take their heart rate as well as the difference between resting heart rate and max heart rate.</p> <p>Grade 9 – Introduction to Resting Heart Rate and Target Heart Rate. Exploration of how different exercises impact THR (ex: walking vs. yoga vs. basic strength activities.). Connecting heart rate to training zone.</p> <p>Grade 10 – Monitoring heart rate during activities; setting goals for THR maintenance; recording how long it takes HR to move back to resting.</p> <p>Grade 11 – Utilizing technology tools to monitor HR; set goals for staying at</p>	<ul style="list-style-type: none"> <li>● Know the basic yoga poses (e.g: downward dog, cobra, child’s pose, warrior)</li> <li>● Understand the importance of Target Heart Rate</li> <li>● How to take and monitor Target Heart Rate</li> <li>● Benefits of dynamic stretching</li> <li>● Understand how to strength train for a variety of sports, goals</li> <li>● Understanding of different ways to manage stress in a healthy way</li> <li>● The importance of self defense and a few moves to defend themselves.</li> <li>● The importance of weight training and how it affects your body.</li> <li>● How to create a weight training program that fits their activity level.</li> <li>● How important physical activity and exercise relates to stress management.</li> </ul> <p><b>Differentiation for Diverse Learners/                  Accommodations Special Ed/504:</b></p> <ul style="list-style-type: none"> <li>● Provide students with essential vocabulary as necessary (eg. On THR recording sheet)</li> <li>● Re-teaching and review</li> <li>● Altering the size of the fields</li> <li>● Provide video references of movements as necessary.</li> <li>● Modifying the equipment or the skills required.</li> <li>● Peer demonstration</li> </ul>		<p><b>Summative:</b>                  Self assessment</p>	<ul style="list-style-type: none"> <li>●-<a href="https://plt4m.com/blog/pe-lesson-plans-for-high-school/">https://plt4m.com/blog/pe-lesson-plans-for-high-school/</a></li> <li>●-<a href="https://sparkpe.org/free-lesson-downloads">https://sparkpe.org/free-lesson-downloads</a></li> <li>●-<a href="https://www.teacher.org/lesson-plans/p-e/">https://www.teacher.org/lesson-plans/p-e/</a></li> <li>●-<a href="http://www.scsk12.org/ci/uploads/hpelw/FitnessConditioning_1.pdf">http://www.scsk12.org/ci/uploads/hpelw/FitnessConditioning_1.pdf</a></li> <li>●-<a href="#">PLT4M_Nutrition_E_book_Ch.1_6_2022.pdf</a></li> <li>● - PLT4M Videos</li> <li>● - Darbee</li> </ul>
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	<p>THR for periods of time.                  Make connections between THR and cardiovascular fitness/disease prevention.                  Grade 12 – Use THR knowledge to set personal fitness goals. Monitor heart rate during endurance and strength training. Stress the significance of heart rate management in avoiding overtraining and undertraining. Connect the THR and RHR to long-term, stress management and prevention of lifestyle diseases.</p> <p>3. Plyometrics/dynamics                  a. The purpose of plyometrics is to increase your vertical jump, speed and strength.                  Grade 9 – Focus on basic bodyweight movements for correct form/safety; focus on basic form for landing and jumping to avoid injury. Identify the role of plyometrics in training situations.                  Grade 10 – Introduction of basic plyometric exercises including box jumps; medicine ball tosses; ladder exercises. Focus on unilateral training that reinforces balance, stability and builds strength.</p>	<p><b>MLL:</b>                  Use simplified text and summaries of content.                  Use art visuals for students to respond to instead of text.                  Provide copies of notes                  Peer demonstration                  Repeat instructions</p> <p><b>At Risk Students:</b></p> <ul style="list-style-type: none"> <li>● Monitor student progress and refer to a counselor if necessary.</li> <li>● Establish a positive relationship with the student and collaborate on setting manageable goals</li> </ul> <p>Gifted and Talented:</p> <ul style="list-style-type: none"> <li>● Allow students to coach other students in their area of expertise.</li> <li>● Provide opportunities for self directed learning based on the topic of instruction (ex. THR)</li> </ul>			
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	<p>Focus on the benefits of unilateral training on fitness and every day life. Grade 11 – Using foundational knowledge of plyometric exercises, create and perform a plyometric workout regimen that will support development of a specific goal. Grade 12 – Develop multi-directional, unilateral and bilateral plyometric routine.</p> <p>5. Nutrition/Sports Nutrition a. The purpose of this activity is to gain an understanding of how important nutrition and understanding nutrition facts are to your overall health and wellbeing. Grades 9 -12 – this portion of the unit is taught in conjunction with the themes associated with general fitness. For example, in grade 9, students will focus on the basics of nutrition and the primary source of fuel in the body. In grade 10, students will discuss the role protein plays in building and maintaining muscle as well as caloric needs during adolescence and during activity. In grade 11, students will make connections</p>				
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	<p>between cardiovascular fitness and diet. In grade 12 students will focus on maintaining a healthy weight through consuming a balanced diet (carbs, fat, protein) that is in line with personal goals.</p> <p>6. Weight Training  a. The purpose is to teach students about proper lifts, proper form, safety and equipment.  Students will learn how to train properly by incorporating a circuit into their workouts.</p> <p>Grade 9 – Introduction to the weight room; weight room etiquette; basic body weight exercises (push-ups, squats, lunges); introduction to free weights and barbells; focus on form; understand the role of weight training in overall fitness and health. Students will explore all of the equipment in the weight room and learn how to do each exercise correctly. Identify muscles being used in each exercise.</p> <p>Grade 10 – Focus on addressing misconceptions about weightlifting (ex. Getting bulky); Proper</p>				
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	<p>technique of core lifts including bench press, squat, dead lift; Identify primary muscles being recruited during activity; follow a circuit and track progress over time. Emphasize the importance of proper technique on injury prevention.</p> <p>Grade 11 – Design a plan to work towards a sample goal provided by the teacher; Discuss the difference between muscular strength and endurance; with support, design a program that is aligned to personal goal and is reflective of previously learned knowledge.</p> <p>Grade 12 - Set a personal strength goal and create a plan to work towards that goal; Discuss the difference between muscular strength and endurance; design a program that is aligned to personal goal and is reflective of previously learned knowledge.</p> <p><b>**Students will engage in a warm up and cool down activity. The focus of the warm up and cool down will focus primarily on flexibility and stretching.</b></p>				
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<p><b>Interdisciplinary Connections / Career Readiness, Life Literacies, and Key Skills</b></p> <ul style="list-style-type: none"> <li>➤ RST.9-10.4 RH.11-12.7</li> <li>➤ 8.2.12.EC.3, 8.2.12.EC.4</li> <li>➤ 9.4.12.CI.1, 9.2.12.CAP.5</li> <li>➤ CRP3, CRP4,             <ul style="list-style-type: none"> <li>➤ 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.1, 2.2.12.PF.2, 2.2.12.LF.3</li> </ul> </li> </ul>	<p><b>Ex.</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.</p> <p><b>Ex.</b> Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.</p>
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
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<p>Unit II – Individual Activities</p> <p>Time: 8 weeks (4 separate activities)</p> <p>Content Statement: Individual Sports promotes a desire for physical fitness, lifetime physical activity, and healthy leisure time habits through individual activities, sports, and game</p> <p>Essential Question: 1.What are the personal and social behavioral expectations in a physical activity setting? 2.What can I do to be physically active throughout my life? 3.What personal meaning do I find through participation in physical activity? 4.Why is physical fitness good for me? 5.What are different activities that you can perform to improve your cardiovascular fitness? 6.How does exercise enhance overall fitness? 7. How does one exercise correctly and safely in order to benefit from exercise? 8.What does an effective fitness program look like? 9.What are different activities that you can do to improve</p>	<p>Each will progress yearly from learning the rules and techniques:</p> <p>9th grade – introduction to rules, equipment, skills and safety. 10th grade - proficient game play 11th grade - advanced play 12th grade - officiating game along with advanced game play</p> <p>1. Badminton a. The purpose of this activity is to play a game of singles or doubles on a rectangular court. The object is to serve the shuttle across the court, but the opponent is attempting to prevent the shuttle from falling to the court. 2. Pickleball a. The purpose of this activity is to create a game that is similar to tennis but incorporates different equipment while keeping the game similar to tennis. You use a tennis court with the same boundaries and rules. 3. Tennis a. The purpose of this activity is to play a game of singles or doubles on a rectangular court. The object is to serve a ball across the court, but the opponent is</p>	<p>Proficiencies:</p> <ul style="list-style-type: none"> <li>● Understand how most individual games will be lifelong activities</li> <li>● Understand the importance of self motivation</li> <li>● Understand how individual sports can help improve performance in team sports.</li> </ul> <p>Skills: Students will be proficient at: Demonstrate and apply movement skills (overhead striking, change of direction) from one game, sport, dance, or recreational activity to another. Assess and apply tactical (offensive, defensive) physical and mental strategies to evaluate and improve performance in individual activities. Analyze the role, responsibilities, preparation and motivation of players/participants /officials and recommend and employ strategies to enhance individual effectiveness. Identify and explain the influence of globalization and technology on individual activities, develop rule changes to existing individual activities and predict their impact on future participation and viewership.</p>	<p>2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.PF.4 2.2.12.PF.5</p>	<p><b>Benchmark:</b> Pre and Post Tests such as understanding rules and improvement of skills techniques. Surveys Demonstration of skills/proficiencies</p> <p><b>Formative:</b> Preparation Participation Sportsmanship Creativity Teacher Observation</p> <p><b>Summative:</b> Self assessment Written Assessments</p>	<p><i>Suggestion(s):</i></p> <p>-<b>Kahoot</b> to test knowledge of individual activities. -<b>Student based surveys</b> involving feedback regarding particular topics. Each survey will provide insight to learning outcomes and individual goals.</p> <p><b>Self-reflection logs-</b> Allows students to give their honest opinions on needs of growth and strengths.</p> <p>-<b>Athletic Animations</b> A series of animations that will help Track and Field coaches instruct students in proper techniques for sprints, hurdles, relays, race walk, steeplechase, long jump, high jump, triple jump, pole vault, shot put, discus, javelin, and hammer events. In some events, both introductory and advanced techniques are provided.</p> <p>-<b>Best Practices in Physical Education</b> This document from the Physical Education Provincial Specialist Association of the B.C. The</p>
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<p>your muscular strength?          10.What are your personal fitness strengths and weaknesses?          11.What are the appropriate activities to address the weaknesses?          12.How do I reach the next level of performance?          13.How do I get more energy (both in the short-term and in the long-term)?</p>	<p>attempting to prevent the ball from falling to the court.          4. Golf a. The purpose of this activity is to teach the students the correct swing for the game of golf. You are also teaching how to get the ball from the tee to an intended area, which is usually the green/hole while using various clubs.          5. Weight Training a. The purpose is to teach students about proper lifts, proper form, safety and equipment. Students will learn how to train properly by incorporating a circuit into their workouts.          6. Running a. The purpose of this activity is to teach the proper technique of running as well the health benefits of running. Students will also learn how to take their heart rate as well as the difference between resting heart rate and max heart rate.          7. Rec Games a. Ladder ball, Ping Pong, Bocce, Bean Bag Toss and horseshoe.</p>	<p><b>Differentiation for Diverse Learners/          Accommodations Special Ed/504:</b></p> <ul style="list-style-type: none"> <li>● Provide copies of notes and presentation</li> <li>● Provide students with essential vocabulary</li> <li>● Re-teaching and review</li> <li>● Guided questions and note taking.</li> <li>● Altering the size of the fields</li> <li>● Changing the number of participants</li> <li>● Modifying the equipment or the skills required.</li> <li>● Modifying the rules of the activity</li> <li>● Peer demonstration</li> </ul> <p><b>MLL:</b>          Use art visuals for students to respond to instead of text.          Provide copies of notes          Peer demonstration          Repeat instructions</p> <p><b>At Risk Students:</b></p> <ul style="list-style-type: none"> <li>● Provide copies of presentations and notes.</li> <li>● Extended time on assignments</li> </ul> <p>Gifted and Talented:</p>			<p>Teachers' Federation offers guidelines for planning safe physical education activities. Five movement categories are covered - games, dance, gymnastics, individual and dual activities, and alternative environment activities.</p> <p><b>-Fitness Theme Page</b>          This CLN Theme Page has links to information about Fitness. Students and teachers will find curricular resources (information, content...) to help them learn about this topic. In addition, there are also links to instructional materials (game directions, lists of exercises, lessons) which will help teachers provide instruction in this theme.</p> <p><b>-G.A.M.E. T.I.M.E.</b>          Descriptions of skill games that can be used in the classroom under the headings: Manipulative, Locomotor, Basketball, Volleyball, Soccer, Football and Other. Caution: You need to know how to navigate backwards in this frames-based website.</p>
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		<ul style="list-style-type: none"><li>● Provide opportunities for students to be peer coaches.</li><li>● Provide opportunities for choice to allow gifted students to focus on a specific area (ex: improving their serve by exploring innovative serving technique)</li></ul>			<p><b>-Game Central Station</b> Over 200 games for K-12 students are described in this searchable database. Search criteria include: game name, grade level, related sport, skills (e.g., eye-hand, agility, endurance) and location (indoor/outdoor). You can also find warm up activities, holiday games, and cross-curriculum games.</p>
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					<p>Suggested Websites:</p> <ul style="list-style-type: none"><li>- <a href="https://www.pecentral.org/lessonideas/searchresults.asp?category=190">https://www.pecentral.org/lessonideas/searchresults.asp?category=190</a></li><li>- <a href="https://plt4m.com/blog/pe-lesson-plans-for-high-school/">https://plt4m.com/blog/pe-lesson-plans-for-high-school/</a></li><li>- <a href="https://sparkpe.org/free-lesson-downloads">https://sparkpe.org/free-lesson-downloads</a></li><li>- <a href="https://www.teacher.org/lesson-plans/p-e/">https://www.teacher.org/lesson-plans/p-e/</a></li><li>- <a href="http://www.scsk12.org/ci/uploads/hpelw/FitnessConditioning_I.pdf">http://www.scsk12.org/ci/uploads/hpelw/FitnessConditioning_I.pdf</a></li></ul> <p>-PLT4M Videos -Darbee</p>
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<p><b>Interdisciplinary Connections / Career Readiness, Life Literacies, and Key Skills</b></p> <ul style="list-style-type: none"> <li>➤ RST.9-10.4 RH.11-12.7</li> <li>➤ 8.2.12.ITH.1, 8.2.12.ITH.2, 8.2.12.ITH.3</li> <li>➤ 9.4.12.CI.1, 9.1.12.CFR.1</li> <li>➤ CRP3, CRP4</li> <li>➤ 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.1, 2.2.12.PF.2, 2.2.12.LF.3</li> </ul>	<p><b>Ex.</b> Analyze a piece of sporting equipment or play area to determine the impact that the economic, political, social and/or cultural factors have had on its design, including its design constraints.</p> <p><b>Ex.</b> Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime</p> <p><b>Ex.</b> Develop rule changes to existing games, sports and activities that enhance participation, safety and enjoyment.</p> <p><b>Ex..</b> Explain and demonstrate ways to apply movement skills from one game, sport, aerobic or recreational activity to another including striking skills.</p>
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
<p>Unit III – Team Activities</p> <p>Time: 8 weeks (4 separate activities)</p> <p>Content Statement: Team sports help an individual to work well with others and promote teamwork. Coordinating with other team members in sports is a skill that will certainly help you later in life with business, family, and other relationships. Teamwork means working together, coming up with a plan, and executing that plan as a cohesive unit.</p> <p>Essential Question: 1. Why is working cooperatively with peers</p>	<p>9th grade – introduction to rules, equipment, skills and safety.</p> <p>10th grade - proficient game play</p> <p>11th grade - advanced play</p> <p>12th grade - officiating game along with advanced game play</p> <p>Volleyball</p> <p>a. The purpose of volleyball is to stop the ball from hitting the ground on your side of the court. As a team you also want to return the ball back to the other side within 3 hits.</p> <p>2. Speedball/Team Handball</p> <p>a. The purpose of this activity is to create team play where</p>	<p>Proficiencies:</p> <p>Understand how to work cooperatively with other members of the team.</p> <p>Develop an appreciation for lifelong activities.</p> <p>Understand the importance of good sportsmanship and the rules of game play.</p> <p>Skills:</p> <p>Identify and demonstrate appropriate and effective offensive, defensive and cooperative strategies that can be utilized during team activities.</p> <p>Apply and assess tactical (offensive, defensive, cooperative) physical and mental strategies to evaluate and improve performance in team activities.</p>	<p>2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.MSC.4 2.2.12.MSC.5</p>	<p><b>Benchmark:</b> Pre and Post Tests Surveys Demonstration of skills/proficiencies</p> <p><b>Formative:</b> Preparation Participation Sportsmanship Creativity Teacher Observation</p> <p><b>Summative:</b> Multimedia Presentations Self assessment</p>	<p><i>Suggestion(s):</i></p> <p><b>-Self-reflection logs-</b> Allows students to give their honest opinions on needs of growth and strengths.</p> <p><b>-Kahoot</b> to test knowledge of individual activities.</p> <p><b>-Multimedia Presentations:</b> Using Kahoots, Youtube or other web based platforms to formulate a project that helps describe a particular exercise. Students will work in groups and explain major key points. Each group will be responsible for creating presentations</p>

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<p>essential to success in gameplay?                  2. How can one exhibit knowledge of rules and officiating during play?                  3. Why is it important to exhibit socially acceptable behavior and sportsmanship when participating in activities?</p>	<p>you use basketball, baseball, and soccer skills to throw or kick a ball into the goal. You play defense like basketball and soccer and the field is the gym. One point for throwing and two for kicking.                  3. Tennis                  a. The purpose of this activity is to play a game of singles or doubles on a rectangular court. The object is to serve a ball across the court, but the opponent is attempting to prevent the ball from falling to the court.                  4. Badminton                  a. The purpose of this activity is to play a game of singles or doubles on a rectangular court. The object is to serve the shuttle across the court, but the opponent is attempting to prevent the shuttle from falling to the court.                  5. Basketball                  a. The purpose of this activity is to work together as a team to throw a ball into a basket. In order to achieve that skill you must be able to dribble, pass and shoot a ball properly.                  6. Soccer                  a. The purpose of this activity is to work together and pass</p>	<p>Analyze the role, responsibilities, preparation and motivation of players/participants/officials and recommend strategies to enhance team effectiveness.                  Identify and explain the influence of globalization and technology on team activities, develop rule changes to existing team activities and predict their impact on future participation and viewership.                  Identify performance enhancing substances (anabolic steroids, HGH, ergogenic aids) and debate their use (pros/ cons they have on performance as well consequences on one's health and wellness).</p> <p><b>Differentiation for Diverse Learners/                  Accommodations Special Ed/504:</b></p> <ul style="list-style-type: none"> <li>● Provide copies of notes and presentation</li> <li>● Provide students with essential vocabulary</li> <li>● Re-teaching and review</li> <li>● Altering the size of the fields</li> <li>● Changing the number of participants</li> <li>● Modifying the equipment or the skills required.</li> <li>● Modifying the rules of the activity</li> <li>● Peer demonstration</li> </ul> <p><b>MLL:</b></p>			<p>based on their subject matter.  <b>-Best Practices in Physical Education</b>                  This document from the Physical Education Provincial Specialist Association of the B.C. The Teachers' Federation offers guidelines for planning safe physical education activities. Five movement categories are covered - games, dance, gymnastics, individual and dual activities, and alternative environment activities.</p> <p><b>-Game Central Station</b>                  Over 200 games for K-12 students are described in this searchable database. Search criteria include: game name, grade level, related sport, skills (e.g., eye-hand, agility, endurance) and location (indoor/outdoor). You can also find warm up activities, holiday games, and cross-curriculum games.</p> <p><b>-Health and Sports Units</b>                  LETSNet (Learning Exchange for Teachers and Students through the</p>
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	<p>the ball to their teammates and score a goal. Passing, dribbling and shooting will be the required skills to achieve a goal.</p> <p>7. Ultimate Frisbee  a. Ultimate Frisbee is a game that is played between two teams of at least 7 players. Players are supposed to pass the disc from player to player until they cross the end line. They are not allowed to run with the disc and if the disc is dropped, the other team then has possession.</p> <p>8. Flag Football  a. The purpose of this game is to use football formations and catch a ball from a qb and try not to get touched or</p> <p>9. Tchoukball  a. The purpose of this activity is to be played at least 7v7 with a ball and two rebound frames at each end of the court. The offensive players are supposed to throw the ball against the rebound frames and if the ball hits the floor it is a point for the team.</p> <p>10. Floor Hockey  a. The purpose of this activity is to build hand eye coordination while passing and moving with a stick. The object of the game is to work</p>	<p>Use art visuals for students to respond to instead of text.  Provide copies of notes  Peer demonstration  Repeat instructions</p> <p><b>At Risk Students:</b></p> <ul style="list-style-type: none"> <li>Extended time on assignments</li> </ul> <p>Gifted and Talented:</p> <ul style="list-style-type: none"> <li>Provide a safe space during times of difficulty</li> </ul>			<p>Internet) is designed to help teachers understand the web and find ways to make effective use of web resources in the classroom.</p> <p>- <a href="https://www.pecentral.org/lessonideas/searchresults.asp?category=190">https://www.pecentral.org/lessonideas/searchresults.asp?category=190</a></p> <p>- <a href="https://plt4m.com/blog/pe-lesson-plans-for-high-school/">https://plt4m.com/blog/pe-lesson-plans-for-high-school/</a> -</p> <p><a href="https://sparkpe.org/free-lesson-downloads">https://sparkpe.org/free-lesson-downloads</a> -</p> <p><a href="https://www.teacher.org/lesson-plans/pe/">https://www.teacher.org/lesson-plans/pe/</a> -</p> <p><a href="http://www.scsk12.org/ci/uploads/hpelw/FitnessConditioning_I.pdf">http://www.scsk12.org/ci/uploads/hpelw/FitnessConditioning_I.pdf</a> - PLT4M Videos</p> <p>- Darbee</p>
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	<p>with your teammates by passing and moving to score a goal.</p> <p>11. Lacrosse a. The purpose of this activity is to build hand eye coordination in a game setting by traveling with a stick and passing with your teammates. The goal is to work up field with your team and throw the ball into a lacrosse goal for a point.</p> <p>12. Softball a. This game is played between two teams of 10 players using a bat and ball. The object is to score more runs than the opponent by hitting the ball into play and running around the bases in succession.</p>				
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<p><b>Interdisciplinary Connections / Career Readiness, Life Literacies, and Key Skills</b></p> <ul style="list-style-type: none"> <li>➤ RST.9-10.4 , RH.11-12.7</li> <li>➤ 8.2.12.ITH.1, 8.2.12.ITH.2, 8.2.12.ITH.3</li> <li>➤ 9.4.12.CI.1, 9.1.12.CFR.1</li> <li>➤ CRP3, CRP4, CRP6</li> <li>➤ 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.1, 2.2.12.PF.2, 2.2.12.LF.3</li> </ul>	<p><b>Ex.</b> Demonstrate the ability to reflect, analyze and use creative skills and ideas</p> <p><b>Ex.</b> Develop rule changes to existing games, sports and activities that enhance participation, safety and enjoyment.</p> <p><b>Ex..</b> Explain and demonstrate ways to apply movement skills from one game, sport, aerobic or recreational activity to another including striking skills.</p> <p><b>Ex.</b> Demonstrate creativity and innovation</p>
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Content/Topic:	Key learning items/concepts:	Observable Proficiencies and Skills:	NJSLs	Benchmark Performance and Assessments	Suggested Materials
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<p>Unit IV – Cooperative Games</p> <p>Time: 8 weeks (4 separate activities)</p> <p>Content Statement: Players need to work together to find solutions to group/individual challenges. Cooperation games put an emphasis on team building, communication and trust. Tactical problems relating to cooperation games include communication, cooperation, teamwork, trust, and problem solving.</p> <p>Essential Question: How do you accomplish the goal? Why is it important to work collaboratively with others? Why is team building so important? What is the importance of setting both short and long-term goals?</p>	<p>Cooperative activities will take place across all four years. While the activities will change from year to year, the focus is building community, problem solving, developing critical thinking skills, evaluating situations for the most efficient outcome; creating and revising plans, and collaborating with a variety of stakeholders.</p> <p>Grade 9 - Balloon ball, All Aboard, Capture the Flag The purpose of this game is for your team of 10-16 students per team to develop a strategy to seek out the opposing flag without getting touched and bringing the flag back to your side of the field. If touched, he/she will go to a designated spot on the field (jail). The only way your teammates can come out of jail is if someone tags you and that will free the group for game play.</p> <p>Grade 10 Low element activities Trust fall, Islands, Acid River, Low X, Crate Stack Obstacle course/Team Relay The purpose of this activity is to create a fun filled environment where students</p>	<p>Proficiencies: -Understand the importance of working collaboratively with classmates. -Understand how important team building is, not only in PE but in life. -Understand how setting both short and long-term goals help one achieve their goals.</p> <p>Skills: -Understand the importance of teamwork, communication, decision making both in PE class and in life situations.</p> <p><b>Differentiation for Diverse Learners/ Accommodations Special Ed/504:</b></p> <ul style="list-style-type: none"> <li>● Altering the size of the fields</li> <li>● Changing the number of participants</li> <li>● Modifying the equipment or the skills required.</li> <li>● Modifying the rules of the activity</li> <li>● Peer demonstration</li> </ul> <p><b>MLL:</b> Use art visuals for students to respond to instead of text.</p> <p><b>At Risk Students:</b> -Set clear expectations and have consistent routines. -Communicate with parents based on progress monitoring -Refer to counselors as needed</p>	<p>2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.MSC.4 2.2.12.MSC.5</p>	<p><b>Benchmark:</b> Pre and Post Tests Surveys Demonstration of skills/proficiencies</p> <p><b>Formative:</b> Preparation Participation Sportsmanship Creativity Teacher Observation</p> <p><b>Summative:</b> Multimedia Presentations Self assessment</p>	<p><i>Suggestion(s):</i></p> <p><b>-AskERIC Lesson Plans - Physical Education</b> Numerous lesson plans in Games, Gymnastics, Motor/movement skills, Outdoor education, Skill-related fitness and Team sports covering various grade ranges in K-12.</p> <p><b>-Best Practices in Physical Education</b> This document from the Physical Education Provincial Specialist Association of the B.C. The Teachers' Federation offers guidelines for planning safe physical education activities. Five movement categories are covered - games, dance, gymnastics, individual and dual activities, and alternative environment activities.</p> <p><b>-G.A.M.E. T.I.M.E.</b> Descriptions of skill games that can be used in the classroom under the headings: Manipulative, Locomotor, Basketball, Volleyball, Soccer, Football and Other. Caution: You need to know how to</p>
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	<p>will be challenged in various team building races.</p> <p>Modified cooperative activities: The purpose of the modified activities is to vary the way you participate in the activity. For example, if the activity requires a student to run, the student can walk the course instead.</p>	<p>-Collaborate with the student to set reasonable goals for completion of tasks during class.</p> <p>Gifted and Talented: -Provide students with opportunities to be a peer leader or coach. -Provide students with opportunities to express their thinking/solution in alternative methods (pictures/written/etc.)</p>			<p>navigate backwards in this frames-based website.</p> <p><b>-Health and Sports Units</b> LETSNet (Learning Exchange for Teachers and Students through the Internet) is designed to help teachers understand the web and find ways to make effective use of web resources in the classroom.</p> <p>- <a href="https://www.pecentral.org/lessonideas/searchresults.asp?category=190">https://www.pecentral.org/lessonideas/searchresults.asp?category=190</a> - <a href="https://plt4m.com/blog/pe-lesson-plans-for-high-school/">https://plt4m.com/blog/pe-lesson-plans-for-high-school/</a> - <a href="https://sparkpe.org/free-lesson-downloads">https://sparkpe.org/free-lesson-downloads</a> - <a href="https://www.teacher.org/lesson-plans/pe/">https://www.teacher.org/lesson-plans/pe/</a> - <a href="http://www.scsk12.org/ci/uploads/hpelw/FitnessConditioning_1.pdf">http://www.scsk12.org/ci/uploads/hpelw/FitnessConditioning_1.pdf</a> - PLT4M Videos - Darbee</p>
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PVRHSD CURRICULUM MAP